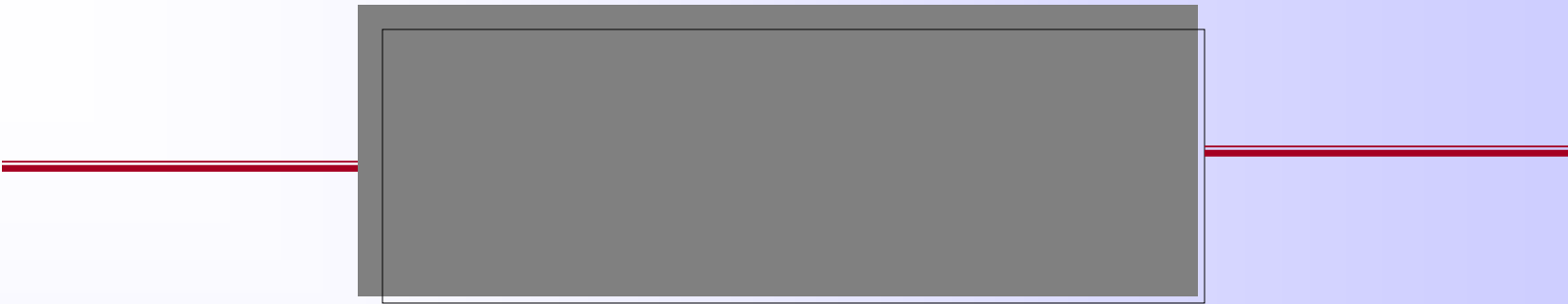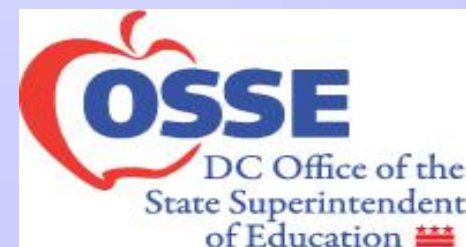# Initial Evaluation and Reevaluation

Office of the State Superintendent of Education
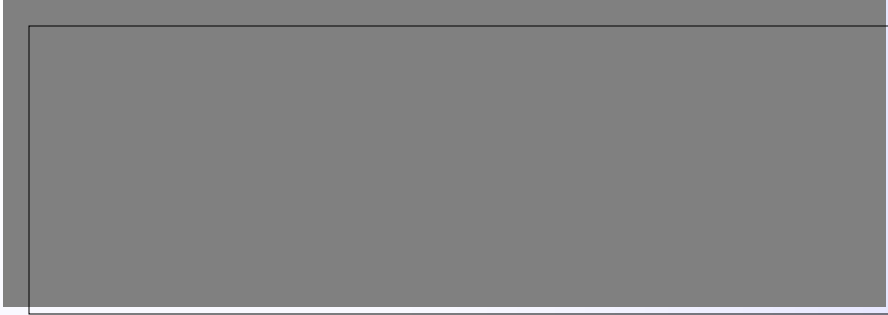Division of Educational Excellence
Training and Technical Assistance
Facilitators:
Charlene Roach-Glymph

OSSE
DC Office of the
State Superintendent
of Education

How can we ensure that students with special needs receive a free and appropriate education in the least restrictive environment?

- Develop an understanding of the initial evaluation and reevaluation process
- Learn the benefits of collecting various types of data and how to effectively use them.
- Determine student's eligibility for special education services

This module looks at...

- Purposes of evaluation
- Requesting evaluation
- Parent consent
- Process of initial evaluation
- IDEA's definition of "child with a disability"
- Eligibility determination
- Reevaluation

Purposes of
Initial Evaluation

❑ To see if the child is a "child with a disability," as defined by IDEA

❑ To gather information that will he child's educational needs

❑ To guide decision making about appropriate educational program for the child

Requesting an Initial Evaluation

❑ A **parent** or a **public agency** can ask for an initial evaluation of a child.

❑ **Public agency** must obtain parent consent before conducting initial evaluation of the child.

Before Any Initial Evaluation

Public agency must:

❑ Provide parent with
  prior written notice

❑ Provide parent with
  procedural safeguards
  notice

❑ Obtain parent's
  informed written consent

Consent is for initial evaluation, nothing more.

Parent consent for initial evaluation must not be construed as consent for initial provision of special education and related services.

Parent Consent for Initial Evaluation

What is the public agency's obligation if:

- ❑ Parent does not provide consent for initial evaluation?

- ❑ Parent does not respond to a request to provide consent?

Key Points about Initial Evaluation

❑ Must be conducted within 120 days of parental consent for evaluation

❑ Must be full and individual

Key Points about Initial Evaluation

❑ Must use a variety of assessment tools and strategies

❑ Must gather relevant information about the child

✓ Functional
✓ Developmental
✓ Academic

Including any information that is gathered from the child's parents

Review of Existing Evaluation Data

As part of an initial evaluation (if appropriate)
IEP team and other qualified professionals, as appropriate, must review existing evaluation data on the child, including:
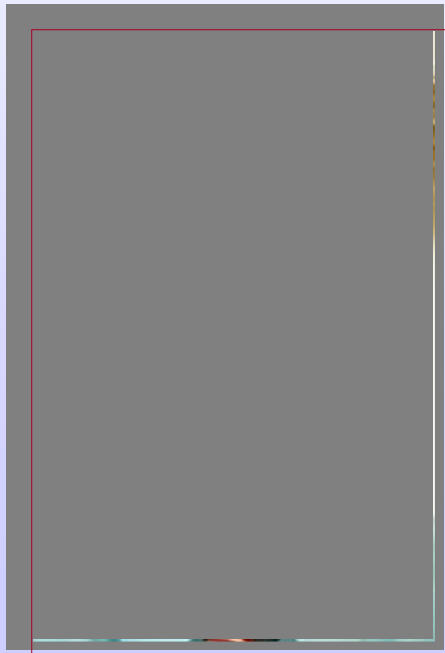
- ❑ Information and evaluations provided by parents
- ❑ Current formal and informal assessments (classroom-based, local, or State)
- ❑ Classroom-based observations
- ❑ Observations by teachers and related service providers

Let's look at data!

Types of Data

Qualitative Data	Quantitative Data
Deals with descriptions. Data can be observed but not measured. Colors, textures, smells, tastes, appearance, etc. **Qualitative = Quality**	Deals with numbers. Data which can be measured. Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc. **Quantitative = Quantity**

Types of Assessments

Formative Assessment	Summative Assessment
Utilized to immediately determine whether students have learned what the instructor intended. This type of assessment is intended to help instructors indentify material which needs to be clarified or re-taught and this data is usually not used to evaluate or grade students.	Cumulative in nature and is utilized to determine whether students have met the course goals or student learning outcomes at the end of a course or program.

Identifying Data

What types of data are currently being used by IEP teams to decide what additional data is needed as part of the special education evaluation process?

10 minutes

You *can not* ensure

FAPE,

LRE,

or

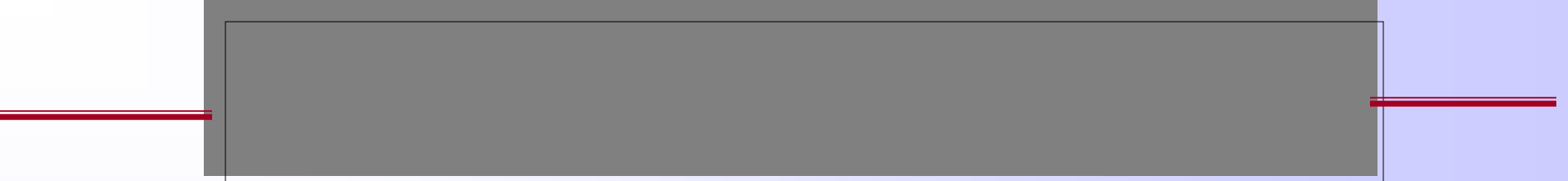Effective School-wide Instruction

without Data

Types of assessments that should be used throughout the school year:

1. Screening
2. Progress Monitoring
3. Diagnostic
4. Outcome

Screening

- Quick and efficient measures of a student's overall ability and critical skills.

  Results should be used as a starting point for instruction or to indicate the need for further evaluation

- Determine the rate of a student's progress.
- Provides information on the effectiveness of classroom instruction and identifies areas in need of intervention.
- Identifies the need for additional assessments/testing.
- Provides a frame of reference for interpretation and identification of gaps between benchmarks and achievements.

- In-depth, reliable assessment of target skills.
- Used for planning more effective instruction.
- Results should be used for intervention.

Given at the end of the year

- Group administered test
- School, district and reporting services

Dip Sticking

- How many of the four are being used in your school?

- How many are being used in all of your classroom?

Home/School Connection

Parents and families must be involved in their child's educational experience.

Questions to ask:

- How can we foster open lines of communication?
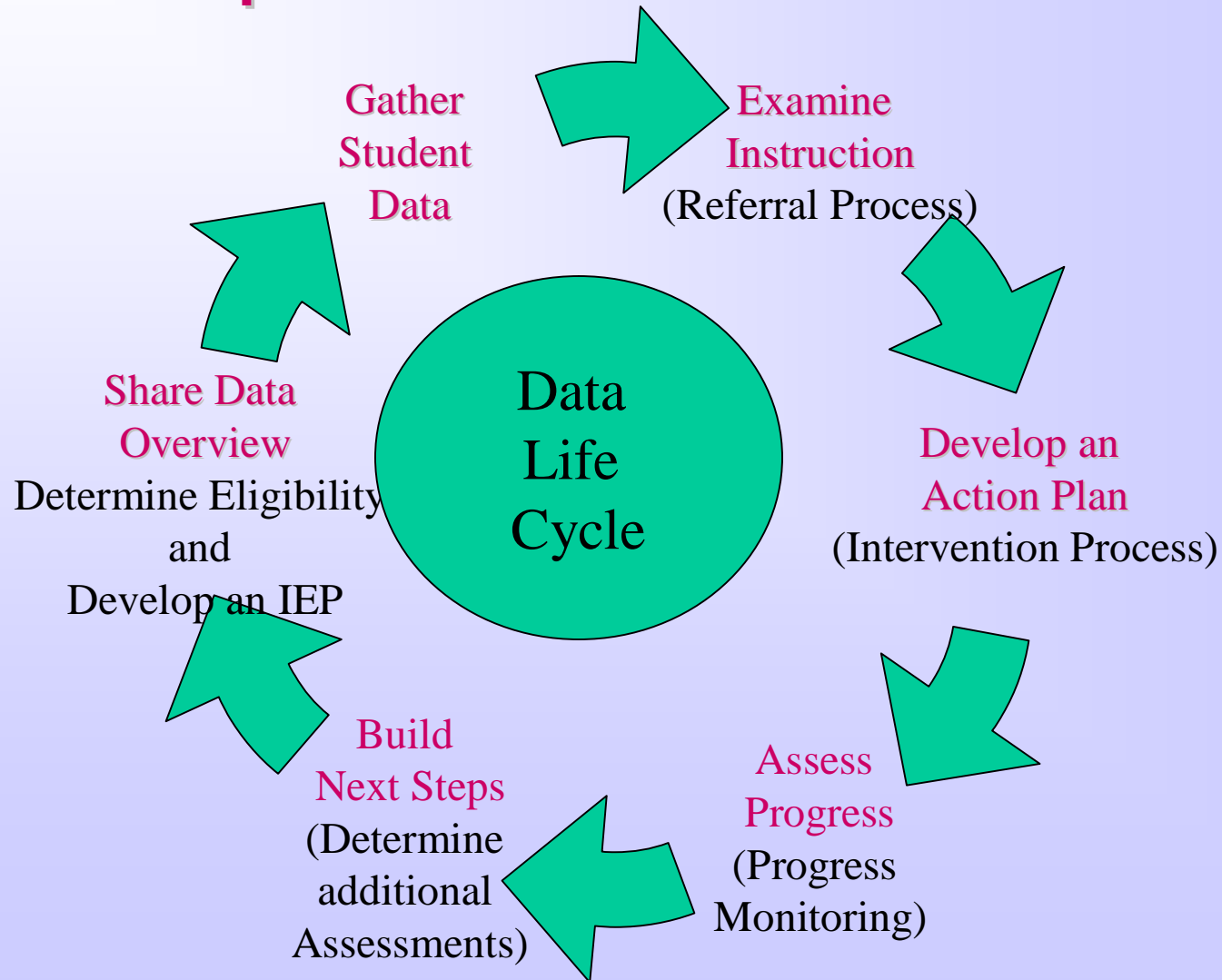- What methods will you use to do this?

Note to Remember

All teachers must routinely use a variety of supports as soon as a student begins to struggle in their classroom.

RTI

All schools should have a process for routinely reviewing all student's progress through the use of universal screening tools

The Cycle of Data Wise Improvement Process

Gather Student Data

Examine Instruction (Referral Process)

Develop an Action Plan (Intervention Process)

Assess Progress (Progress Monitoring)

Build Next Steps (Determine additional Assessments)

Share Data Overview
Determine Eligibility and Develop an IEP

Data Life Cycle

Now that we have taken a look at the data we should bring to the team and the process for review; what's next in the evaluation process?

Review of Existing Evaluation Data

On the basis of that review and input from the parents:

This group identifies what additional data (if any) are needed to determine:

- ❑ If child is a "child with a disability"
- ❑ Child's educational needs
- ❑ Child's present levels of academic achievement and related developmental needs
- ❑ Whether child needs special education and related services

Review of Existing Evaluation Data

❑ Whether any additions or modifications to the special education and related services are needed to enable child…

✓ To meet annual goals in the IEP

✓ To participate in general education curriculum *(as appropriate)*

Group may conduct its review without a meeting.

Review of Existing Evaluation Data

Is there enough data to provide the info needed?

❑ Yes.

Public a
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reason

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reques

Determining the Child's Eligibility

A group of qualified professionals and the parent determines whether the child is a "child with a disability."

Fa   ation:

✓   "

✓   ation

✓

Determining the Child's Eligibility

IDEA's Special Rule

A child must not be determined to be a "child with a disability" if the determinant factor for deciding so is…

- ✓ Lack of appropriate instruction in reading…
- ✓ Lack of appropriate instruction in math, *or*
- ✓ Limited English proficiency; *and*

- ✓ If the child does not otherwise meet the eligibility criteria at §300.8(a).

Determining the Child's Eligibility

Public agency must draw upon information from a variety of sources, including:

- ✓ Aptitude tests
- ✓ Achievement tests
- ✓ Parent input
- ✓ Teacher recommendations

Information about child's:
- ✓ Physical condition
- ✓ Social or cultural background
- ✓ Adaptive behavior

Public agency must ensure that information obtained from all these sources is documented and carefully considered.

Determining the Child's Eligibility

p.s.

IDEA contains "Additional Procedures for Identifying Children with Specific Learning Disabilities.

"Child with a Disability"

...d evaluated in accordance with §§300.304 through 300.311 as having mental
...ness), a speech or language impairment, a visual impairment
...sturbance (referred to in this part as ''emotional disturbance''), an
...ain injury, an other health impairment, a specific learning disability,
...who, by reason thereof, needs special education and related services.

...section, if it is determined, through an appropriate evaluation under
...the child, the student needs a paragraph (a) of this section,
...cial education, the child is not a child with a disability under this

...lated service required by the child is considered special education
...ard, the child would, on determination be a child with a disability

...encing developmental delays. *Child with a disability* for children
...at age range, including ages three through five), may, subject to the
...e a child—

...lays, as defined by the State and as measured by appropriate
...e or more of the following areas: Physical development, cognitive
...social or emotional development, or adaptive development; and

...education and related services.

## How do IDEA and the final regulations define "Child with a Disability"???

(1) Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having…

- ✓ autism
- ✓ deaf-blindness
- ✓ deafness
- ✓ emotional disturbance
- ✓ hearing impairment
- ✓ mental retardation
- ✓ multiple disabilities
- ✓ orthopedic impairment
- ✓ other health impairment
- ✓ specific learning disability
- ✓ speech or language impairment
- ✓ traumatic brain injury *or*
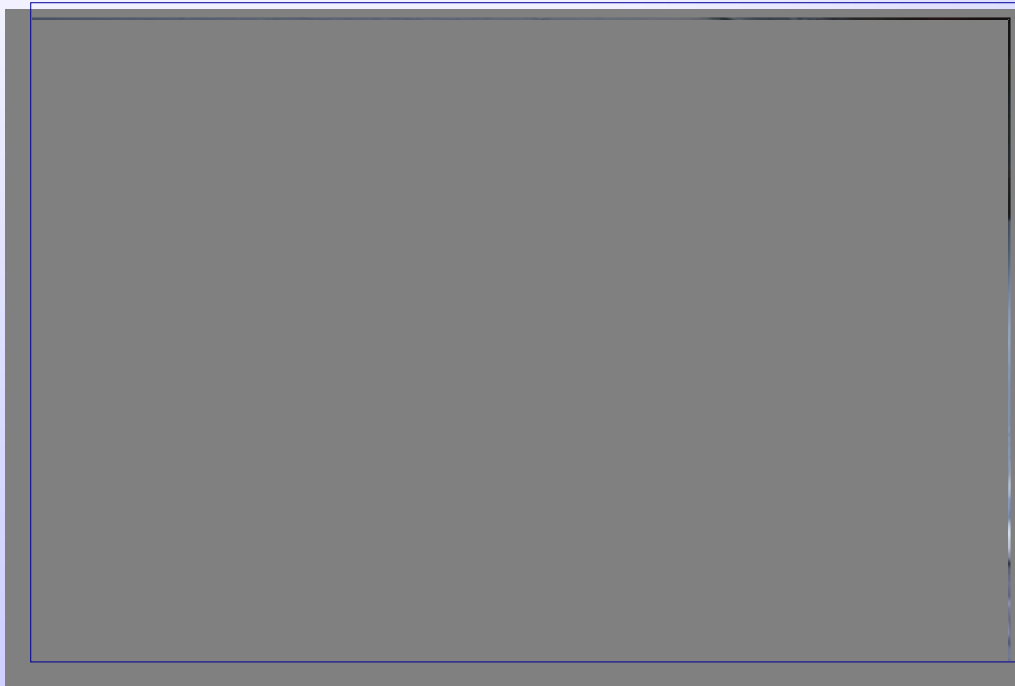- ✓ visual impairment (including blindness)

on thereof … and related services.

Who, by reason thereof…
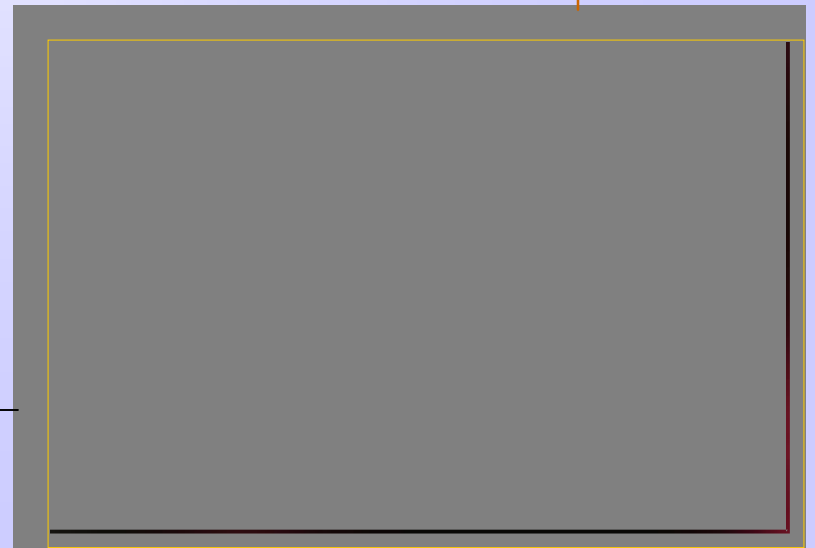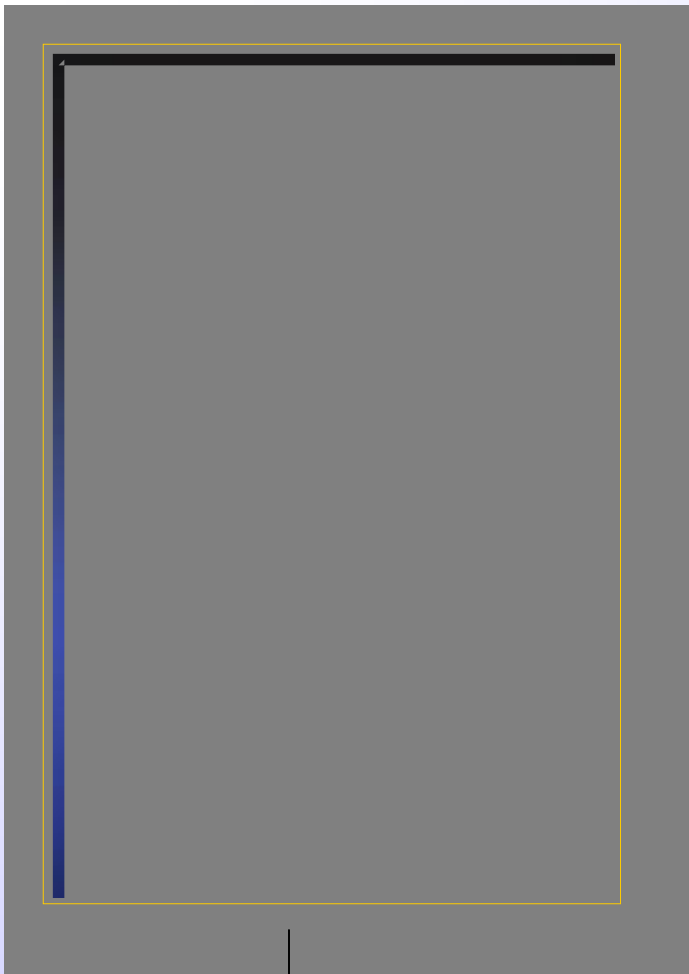
Child with a Disability

Under §300.8(b), a State may adopt a definition of "child with a disability" that includes:

Children aged
3 through 9*
who are
experiencing
"developmental
delays"

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*(or any subset
of that age range)

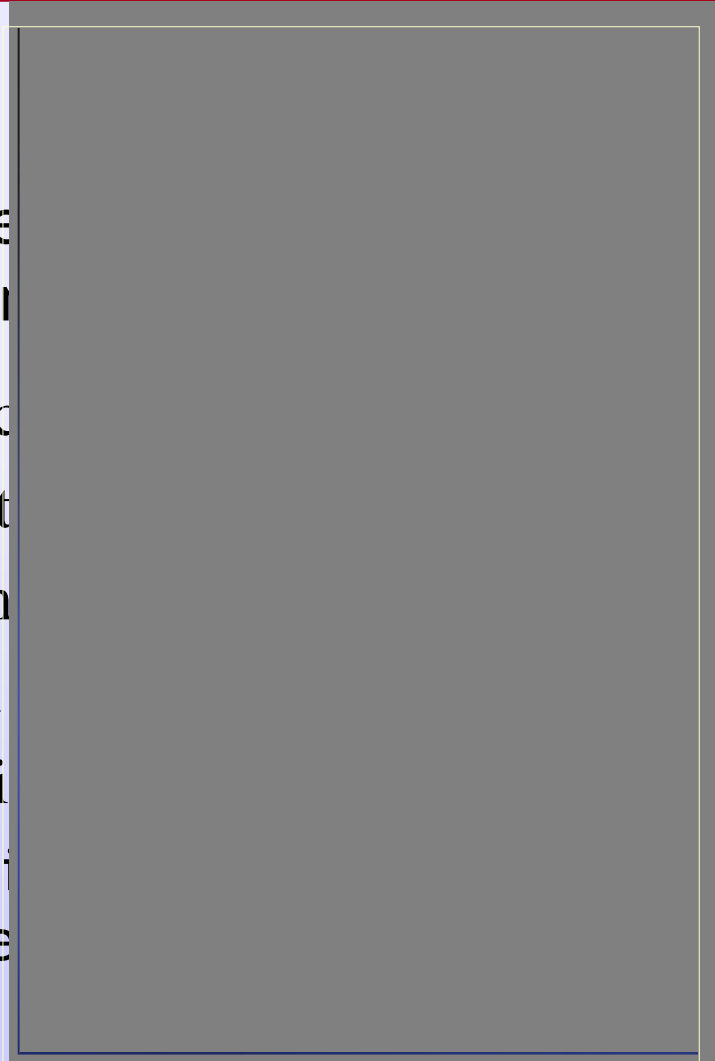# $\mathcal{D}$evelopmental Delay?

Defined by the State.

Measured by appropriate
and procedures, in 1 or

- physic
- cognit
- comm
- social   or
- adapti

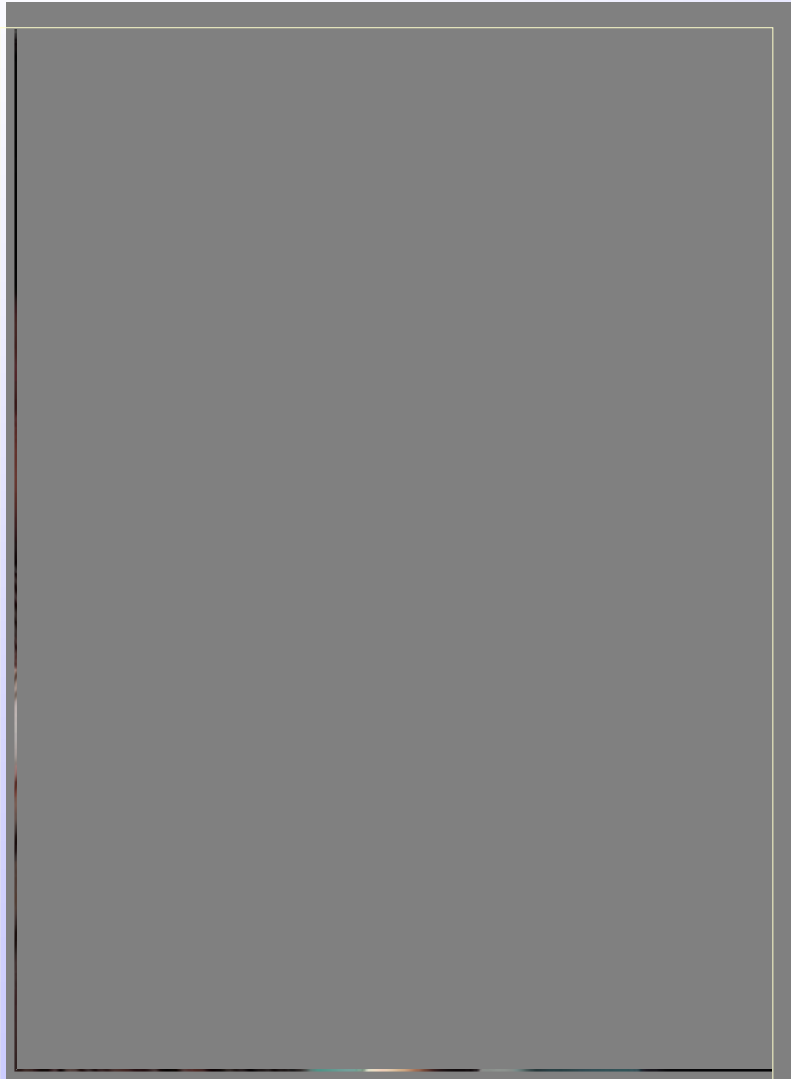In the Di   must be
betwe

Definition includes that all-important "*by reason thereof*."

So—is the child a "*child with a disability*" under IDEA?

Upon completion of the administration of assessments and other evaluation measures

Public agency provides parent with…

- ✓ a copy of evaluation report
- ✓ documentation of eligibility determination

…at no cost to the parent.

Reevaluations

May occur not more than once a year—
Unless parent and public agency agree otherwise

Must occur at least once every 3 years—
Unless parent and public agency agree a reevaluation is unnecessary

What reevaluation shares with initial evaluation:

- ✓ Its purposes
- ✓ Prior written notice
- ✓ Procedural safeguards notice*
- ✓ Review of existing evaluation data
- ✓ Make efforts to obtain parent consent

- ✓ Gathering additional data, if needed
- ✓ Parent involvement in evaluation group
- ✓ Parent involvement in eligibility determination
- ✓ Factors involved in determining eligibility
- ✓ Reporting to parents

*Upon parent request for an evaluation

Other Evaluation Provisions

Evaluation is required before determining a child is
no longer a "child with a disability" except—

Other Evaluation Provisions

When child's eligibility under Part B ends—	…Public agency must provide child with—
	✓ Summary of child's academic achievement and functional performance, including… ✓ Recommendations on how to assist child in meeting his or her postsecondary goals

Roundup Time!

Additional Resources and Information

- www.wrightslaw.com
- www.ed.gov
- http://www.nichcy.org/EducateChildren/evaluation/Pages/default.aspx

Contact Information

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